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ABSTRACT

This report summarizes the findings and recommendations of the Community College Funding Formula Task Force and proposes a new funding formula. Sections include: (1) Principles (Identifies twelve principles for an effective community college funding system); (2) Iowa's System of Community Colleges (Discusses mission, access, quality, and history; provides a statistical profile of Iowa college students and institutions and enrollment trends from 1988 to 1995; provides information on instructional programs and degrees awarded; describes the funding of the community college system, the sources of revenue, and data on revenues and expenditures for 1980, 1990, and 1997); (3) Funding Study Process (Lists the members of the Task Force and briefly describes the activities of the Task Force); (4) Funding Study Recommendations (Describes a proposed process for determining appropriation requests from the legislature and distributing state general aid to the colleges); (5) Fiscal Year 1999 Appropriations Request; (6) Funding Issues (Identifies important issues: inequities in funding; property tax/state aid equalization; rising student tuition; employee salaries; new program development; adult education needs; and program modernization); and (7) Future Action. Appendices include: sources of general operating fund, 1980-1997; general fund refinements; changes in reporting; student funding, 1997; and student tuition and expenses, 1995-97. (Contains 12 tables and 4 figures.) (RDG)

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Iowa Community College
Funding Formula Task Force Report

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A Report to

The Iowa General Assembly Regarding
The Community College Funding Formula

Iowa Department of Education
January 1998

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Iowa Department of Education

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Preface. . .

The community colleges are an integral component in the educational and economic infrastructure of Iowa. More than one-half of Iowans have their initial enrollment in postsecondary education at the community college. High school graduates seeking entry into the workforce rely upon the community colleges to assist them in acquiring the knowledge and skills to qualify them for entry and for retention in the workforce. Increasing numbers of Iowans who are in the workforce rely upon the offerings of the community colleges as avenues to new careers, professional advancement, personal fulfillment, continuing education, and lifelong learning.

Eighty-four percent of all known community college alumni reside in the state of Iowa.

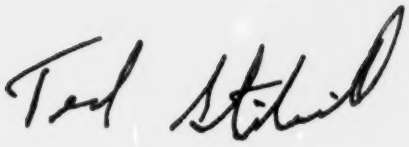
Community colleges have lived up to their name as the "community's college," and have become partners with other components in the private and public sectors in fostering both economic and community development. The importance of community colleges in the development of our nation's workforce and ultimately to our national security has been emphasized numerous times by President Bill Clinton.

Iowa's community colleges are accessible to virtually every resident of the state; their offerings are affordable. The community colleges have developed numerous partnerships and are noted for their collaborative efforts. These colleges provide expertise to employers about new knowledge and technologies, and provide customized training for specific businesses and industries; they have become a major economic force that assists in recruiting and keeping jobs and workers in Iowa. Eighty-four percent of all known community college alumni reside in the state of Iowa. Thus, an investment in Iowa's community colleges is an investment in the future of the state.

This report summarizes the findings and recommendations of the Community College Funding Formula Task Force. This report provides a set of guiding principles of state aid to the community colleges; briefly summarizes the history, mission, programs, and services provided by the community colleges; identifies major funding issues; and recommends a funding formula and a future course of action. This report also details a specific set of funding formula recommendations.

The Iowa Department of Education wishes to acknowledge the members of the Community College Funding Formula Task Force and the collaboration and cooperation amongst the community college presidents and trustees in the formulation of this recommendation. The Iowa Department of Education desires to capitalize on this momentum and to engage these individuals and groups in the development of a strategic plan for Iowa's community colleges. The formulation of strategic objectives for our state's community colleges will provide the public with a clear understanding of their mission and their ability to respond with flexible, quality, and affordable educational opportunities.

It is essential that adequate funding be secured to ensure the future health and vitality of the community college system and the quality of life for all Iowans.



Ted Stilwill, Director
Iowa Department of Education

Principles. . .

During the past 30 years, Iowa's community colleges have responded to the challenges and opportunities of the state's changing demographics and population, the global economy, and the adoption of new technologies and knowledge that require greater skills and adaptability of the work force. These comprehensive community colleges have held true to the founding principles of the community college system: accessibility, affordability, adaptability, responsiveness, quality, and community.

As the colleges strive to fulfill their mission, in the pursuit of excellence, funding is critical. The past two decades have illustrated that community colleges are essential to the economic development of the state. Their functions require a significant financial commitment from the state. It is in the best interest of the state and people to ensure the viability and capability of these institutions to continue to develop quality programs and services adapted to the changing times. For these purposes, the following were proposed and endorsed as guiding principles of state aid to Iowa's community colleges by the statewide Community College Funding Formula Task Force, as it reviewed current funding practices, and the current and future needs of the system.

The past two decades have illustrated that community colleges are essential to the economic development of the state.

The principles that are listed below have been an integral part of the deliberations on funding Iowa's community colleges. No principle can be taken in isolation and many of the principles will conflict with another. However, each is important and has helped to evaluate and guide the development of short- and long-term recommendations. As has been noted in earlier Department of Education reports and recommendations on community college funding, it is through establishing a balance of multiple goals and principles that the best understanding and support for community college funding will be derived.

A community college funding formula or system should:

1. ***Provide Iowa citizens ready access to educational opportunities and services consistent with the legislative purposes expressed in the Iowa Code, Chapter 260C, and expressed in the missions of each community college.***

- The purposes of the community college system are exemplified by their geographic distribution and by their stated missions. Individual access is also influenced by a student's financial ability to attend.

- This principle is supported by the establishment and maintenance of 15 community colleges geographically dispersed across the state.

2. ***Have an appropriate balance of state aid, local property taxes, and tuition.***

   - Currently, the general fund property tax rate is a constant for each college at $0.2025 per $1,000 taxable valuation. Once the legislature appropriates state aid to each college, the tuition becomes the variable amount. What percent of the cost should be borne by the student? Twenty-five percent (25%)? Fifty percent (50%)? Once the goal is set for the student, which should be adjusted: property taxes or state aid?

3. ***Provide for an equitable distribution of state aid.***

   - The distribution of state aid benefits the student, the taxpayers in the community, and the community itself. State aid should equalize student/community access to a college. State aid should also adjust for differences in the property wealth, since property taxes are a source of community college revenue.

4. ***Assure predictability.***

   - Predictability allows a college to do short- and long-range planning, recruit staff and students, and seek community support and involvement. Included in predictability is the assurance that a minimum level of funding will be available each year.

5. ***Support the uniqueness of individual colleges and their ability to adapt to the educational needs of local communities.***

   - Iowa community colleges are designed to be responsive to the needs of the local communities, and thus serve unique areas of the state and unique communities.

   - The colleges are also at different stages of development in their programs and missions. A finance system should provide for these differences.

6. ***Be sensitive to the cost of instruction and instructional support programs.***

   - Vocational programs, liberal arts/transfer programs, adult and continuing education, and developmental programs and services all have different costs. These costs should be recognized in a finance system.

7. ***Be sensitive to the numbers of students enrolled.***

   - Increases in enrollments result in increases in costs. A finance system should include a factor to adjust for enrollment increases.

8. ***Be sensitive to the unique needs and abilities of students.***

   - All community colleges have an "open door" policy. As a result, students enter with varied educational backgrounds and abilities. To assure success for both the student and the community, assessment and appropriate placement of students, developmental education programs, and other assistance are needed.

9. ***Accommodate new and changing missions.***

   - The mission of the community college system, as well

as the missions of the individual colleges, has changed over the last 30 years. These changes have been influenced by changes in the demographics of Iowa's population, the economy, the labor force, and the work place.

- "Targeted industries" have been identified which will strengthen the state's economy. To attract and retain these industries, Iowa must develop and retain a skilled workforce, and community colleges must have the resources to offer the courses and programs to train and retrain these workers.

10. ***Incorporate the needs of the system, as well as the needs of individual institutions.***

- The state appropriation should address the needs of the state and the system as well as the individual colleges. In addressing the needs of the system, the overall system goals and principles should be the guiding factors.

11. ***Support state-mandated programs and requirements.***

- Full funding of newly mandated programs should be provided by the state. Neither students nor local taxpayers should be required to bear the cost of state mandates.

12. ***Be based on a data collection and reporting system with uniform, audited data elements.***

- Regardless of the units used to drive a funding system, or to compare the funding provided, the data used needs to be reliable, submitted and compiled in a timely manner, and open to a full audit/accountability. The data used to drive a funding process must be relevant to the funding being provided.

Iowa's System of Community Colleges...

It is the mission of Iowa community colleges to offer quality programs, courses and services to meet the different community interests, student abilities and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions and the public welfare of our state.

Iowa's community colleges strive to achieve their mission through a system of 15 colleges and 30 campuses, all committed to access, quality, and responsiveness. Adequate funding is critical to the community colleges' ability to fulfill their mission. The colleges have three major sources of revenue: state general aid, local levies, and tuition and fees. The funding directly impacts the colleges' ability to respond to local needs and new initiatives.

Funding directly impacts the college's ability to respond to local needs and new initiatives.

Access

Every Iowa resident is within an hour's drive of a community college campus. The opportunity to utilize the educational offerings of Iowa's community colleges is assured to nearly everyone who applies. This access has been enhanced through the community colleges' involvement in the Iowa Communications Network (ICN).

Community colleges in Iowa, authorized under Chapter 260C, Iowa Code, constitute a statewide system of public two-year postsecondary educational institutions. Each of the 15 comprehensive community colleges serves a multi-county merged area, and all counties in the state are included in one of these merged areas.

Quality

Each of the 15 community colleges offers a comprehensive program of arts and sciences or college transfer courses, vocational-technical pro-

grams, training and retraining programs for the workforce of Iowa's businesses and industries, and an expanding variety of adult education and non-credit courses for residents of each community college district. The community colleges are committed to the continuous pursuit of quality and excellence in education.

Responsiveness

Community colleges across the state are involved in articulation agreements and numerous other collaborative efforts with high schools and four-year institutions. Iowa students benefit from these partnerships through early college credit during high school and "two plus two" programs beginning at a community college and concluding with a four-year degree. The community colleges are the most responsive component of Iowa's postsecondary educational system. They are increasingly involved in community and statewide initiatives in economic and community development, development of linkages between the private and public sectors for the provision of lifelong learning opportunities, workforce development programs, and welfare-to-work initiatives.

The statement of policy describing the educational opportunities and services to be provided by community colleges is included in Section 260C.1 of the Iowa Code. This statement of policy identifies the following as services that should be included in a community college's mission.

1. The first two years of college work, including pre-professional education.

2. Vocational and technical training.

3. Programs for inservice training and retraining of workers.

4. Programs for high school completion for students of post-high school age.

5. Programs for all students of high school age who may best serve themselves by enrolling in vocational and technical training while also enrolled in a local high school, public or private.

6. Programs for students of high school age that provide advanced

college placement courses not taught at a student's high school while the student is also enrolled in the high school.

7. Student personnel services.

8. Community services.

9. Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent succeeding in regular vocational education programs.

10. Training, retraining, and all necessary preparation for productive employment of all citizens.

11. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

12. Developmental education for persons who are academically or personally underprepared to succeed in their program of study.

Fourteen community colleges were approved and organized in 1966, and a 15th in January 1967.

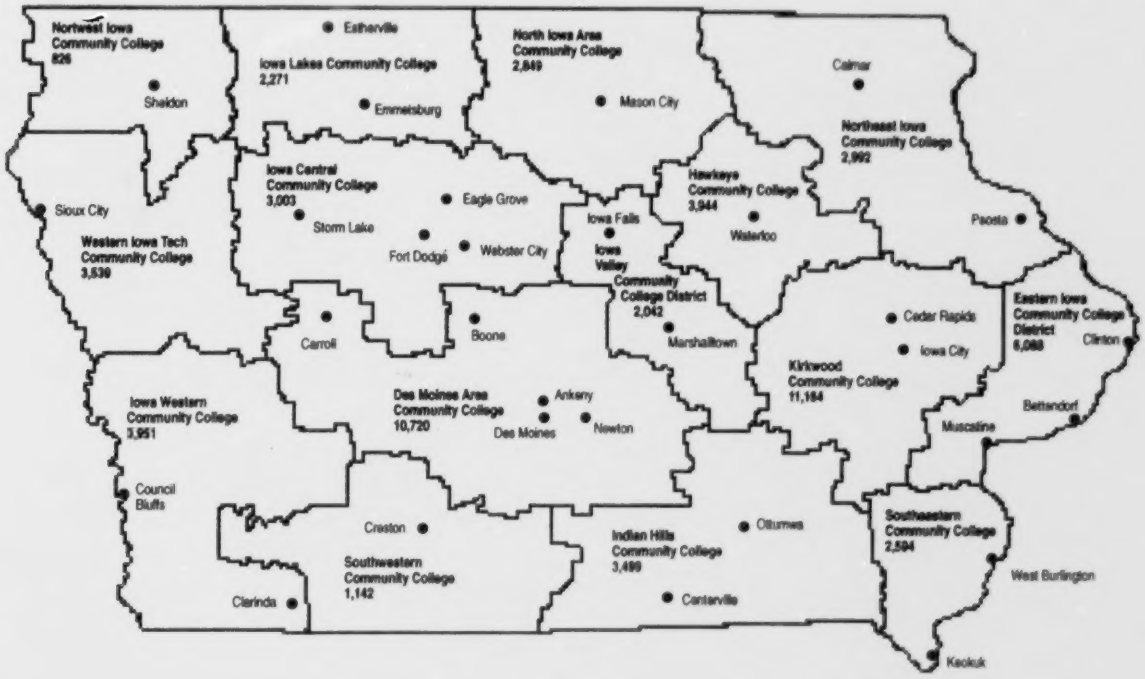
History of Iowa's Community Colleges

The 61st General Assembly in 1965 enacted legislation that permitted the development of a statewide system of two-year postsecondary educational institutions, identified as "merged area schools." The Department of Education was to direct the operation of the development of merged area schools as either community colleges or area vocational schools (Chapter 280.A of the Code of Iowa).

The legislation approved in 1965 was enthusiastically received. The Department of Education received the first plan for a community college on July 5, 1965, one day after the legislation was effective. Plans for the other community colleges followed in quick succession. Fourteen community colleges were approved and organized in 1966, and a 15th in January 1967. Fourteen of these community colleges began operation during the 1966-67 school year.

At the present time, 10 of Iowa's community colleges are operated as multi-campus institutions; the 15 community colleges operate a total of 30 major campuses, as shown on the following map.

Community College Districts with Major Campuses and 1997 Fall Term Credit Enrollment



Source: Fall 1997 Dallam Report, University of Iowa

Community colleges operate courses and programs at many other sites throughout their merged areas. Credit programs are offered at a total of 73 different sites throughout the state. All community colleges have expanded access to lifelong learning through the Iowa Communications Network (ICN).

All colleges have a variety of educational service contracts with other public and private educational institutions, including many agreements to provide instructional programs to clients from human service agencies. Each of the community colleges cooperates with local school districts within its merged area to identify and to offer needed academic and vocational programs for students from the local districts.

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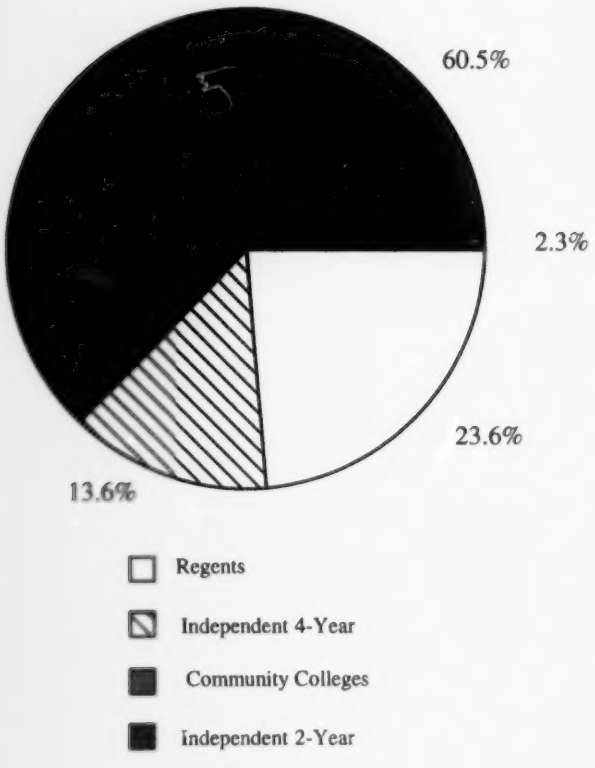
The Community College Student

When an Iowa high school graduate attends his or her first college class, chances are that the freshman is enrolled in an Iowa community college. 51.9 percent of the new freshmen in all Iowa colleges and universities in the fall of 1997 were enrolled at public community colleges. Figure 1 shows that over 60 percent of new freshmen who are Iowa residents attend a community college.

Figure 1

Type of Institutions Attended by New Freshmen Who Are Iowa Residents Fall 1997



All community colleges have expanded access to lifelong learning through the Iowa Communications Network (ICN).

Source: Fall 1997 Dallam Report, University of Iowa

Table 1

Type of Institutions Attended by New Freshmen Who Are Iowa Residents 1997

Type of Institution	Number of Resident New Freshmen	Percent of Resident New Freshmen
Regents	7,213	23.6
Independent 4-year	4,153	13.6
Community Colleges	18,516	60.5
Independent 2-year	703	2.3
Total	30,585	100.0

Source: Fall 1997 Dallam Report, University of Iowa.

Ninety-four percent of community college students enrolled in the fall of 1997 were Iowa residents, compared to 75 percent at the regents universities (Fall 1997 Dallam Report). In addition, 84 percent of all known community college alumni have continued their residency in the state (Iowa College Student Aid Commission). These facts illustrate the critical role that community colleges play in the development of Iowa's workforce and the enhancement of Iowa's population, issues vital to Iowa's continued economic viability and growth.

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Enrollments in community college credit programs have grown steadily throughout their history, and today, total unduplicated head count is more than 60,000, making community colleges the largest provider of undergraduate-level education in the state. As Table 2 and Figure 2 indicate, total enrollments in Iowa's community colleges surpassed the total undergraduates enrolled in Iowa's regents universities in 1991, and have continued to exceed the annual undergraduate enrollment of Iowa's independent two- and four-year colleges.

Community colleges are the largest provider of undergraduate level education in the state.

Table 2

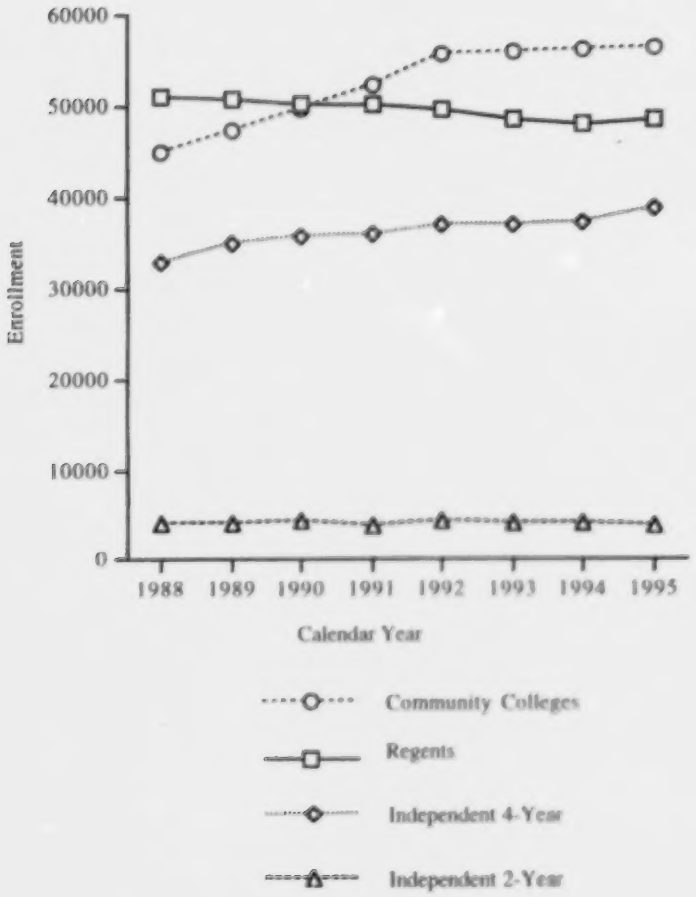
Undergraduates Enrolled at Iowa's Colleges and Universities 1988 - 1995

	Calendar Year							
College	**1988**	**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**
Regents	50,868	50,673	50,274	50,070	49,537	48,694	48,006	48,549
Independent 4-Year	32,772	34,883	35,797	35,927	36,891	37,011	37,327	38,774
Community Colleges	44,938	47,374	49,727	52,252	55,589	56,088	56,226	56,464
Independent 2-Year	3,988	3,971	4,208	3,910	4,295	4,203	4,158	3,687

Source: Information Digest of Postsecondary Education in Iowa, 1987-1995 editions, Iowa College Student Aid Commission.

Figure 2

Undergraduate Enrollment in Iowa's Colleges and Universities 1988 - 1995



Source: Information Digest of Postsecondary Education in Iowa, 1987-1995 editions, Iowa College Student Aid Commission.

Fall term enrollments or head counts in community colleges have increased 662 percent from 9,156 in the fall of 1965, to 60,620 in the fall of 1997. Students enroll in four types of credit programs in the community college system:

1. Arts and science programs that are designed as college parallel programs and transfer to four-year colleges and universities.

2. Vocational-technical programs that prepare graduates for direct entry into selected careers.

3. Career option programs that are designed to meet the objectives of both arts and science and vocational-technical programs in that they prepare the graduate for direct entry into work and are articulated to transfer to specific four-year colleges and universities.

4. High school cooperative programs that are jointly administered programs between the community college and local school district and enroll high school students.

Approximately 56 percent of the students are enrolled in arts and science programs, 32 percent in vocational-technical, eight percent in career-option, and four percent in secondary programs.

Iowa's community colleges serve thousands of other Iowans in adult basic education and high school completion programs; 46,210 Iowans were served in these programs in fiscal year 1997 alone.

In 1996, 8,566 candidates were tested in Iowa for the General Equivalency Diploma (GED) through the community colleges. Ninety-two percent passed by Iowa state standards on the initial test or on the retest. Iowa has consistently ranked in the top 10 states nationally for GED candidates' pass rate. This high pass rate is an excellent testimony to the effectiveness of Iowa's Adult Basic Education/GED instructional and GED testing delivery system through the community colleges.

Community colleges have consistently risen to the challenges and needs presented to them... the colleges have worked to provide the best possible programs and services.

As educational institutions with open-door policies, community colleges have been impacted by increasing numbers of adults pursuing educational opportunities who are not prepared to enter and successfully complete college level work. Thousands of students annually receive special services and support at the community colleges. These students may be academically disadvantaged, economically disadvantaged, or in need of developmental education. According to the results of a survey conducted by the Iowa Department of Education during the 1995-96 academic year, community college students had the following characteristics:

- at least 15,833 community college students were academically disadvantaged upon entry;
- 21,353 students who applied through their community college's financial aid office for assistance had an annual income at or below the federally determined poverty levels;
- 8,059 were dislocated workers;
- 11,957 students were enrolled in developmental education courses;
- 16,447 received other developmental education services;
- 9,171 received tutoring services; and
- 5,715 were English as a Second Language (ESL) students.

Community colleges have responded to the diverse learning needs of Iowa's adult population in a variety of ways and have demonstrated their commitment to the accomplishment of their full comprehensive mission. Community college representatives have participated in planning meetings at the local, regional, and state levels to plan for implementation of welfare reform legislation. There is no doubt that implementation of the welfare reform law will impact community college enrollments. Community colleges have consistently risen to the challenges and needs presented to them, and it is anticipated that their response to welfare reform will be strong. In the past when the legislature has impacted the community college mission by licensure and certification mandates and requirements, the colleges have worked to provide the best possible programs and services.

In addition to credit enrollment, community colleges enroll thousands of Iowans in adult and continuing education programs, which also include avocational and recreational courses. In 1997, total enrollments in adult and continuing education classes at community colleges exceeded 460,000. (Note: These are duplicated enrollments; individuals may enroll in more than one class; classes range in length from one to 120 hours each.)

Community College Instructional Programs

The major instructional programs offered by the community colleges include:

1. Adult basic education and high school completion courses that are intended to provide basic literacy skills for under-educated adults.

2. Continuing and general education courses.

3. Recertification and relicensure courses.

4. Supplementary vocational courses that are designed to upgrade skills of employed individuals, including related education courses for apprenticeship programs.

5. Arts and sciences (college parallel) courses intended to transfer as the first two years of a baccalaureate degree program, and "career option" programs that provide immediate entry level employment skills as well as the option of transferring into baccalaureate degree programs.

6. Preparatory vocational programs, many of which incorporate options such as short-term certificate programs, one-year diploma programs, and two-year AAA or AAS degree programs. The purpose of these programs is to prepare students for entry-level employment. Many options are available to part-time as well as full-time students.

Thousands of students annually receive special services and support at the community colleges.

7. Special needs programs and services designed to assist disadvantaged students and students with disabilities.

8. Customized training programs designed to prepare employees for new and expanding industries.

9. Courses and programs offered for students in local secondary school districts, including exploratory and preparatory vocational programs as well as courses in academic disciplines.

10. Avocational and recreational courses.

11. Courses and programs for individuals who are institutionalized in correctional, health care, or custodial facilities.

12. Community service programs and services such as workshops, meetings, festivals, cultural events, speaker bureaus, and seminars.

Community colleges are authorized to offer five degrees.

Community colleges are authorized to offer five degrees. These degrees are:

- the associate in arts (AA).
- the associate in science (AS), for students completing arts and sciences programs.
- the associate of applied arts (AAA).
- the associate of applied science degrees (AAS) for graduates of the preparatory vocational programs.
- the associate in general studies (AGS) degree, which can be used to recognize completion requirements for a specialized program.

Community colleges are also authorized to offer diplomas for completion of programs not less than 12 weeks in length that do not lead toward an associate degree and certificates for other short-term programs. The associate in arts degree awarded by all community colleges is articulated with the three state universities to ensure transfer of college credit. Community colleges have also established articulation agreements with independent colleges.

Community colleges granted 11,133 awards to students for completing vocational-technical and arts and science college parallel programs during fiscal year 1997. The type and number of awards reported are identified in Table 3.

Table 3

Number of Awards Granted by Iowa's Community Colleges in Fiscal Year 1997

AA Degree	3,126
AAA Degree	69
AAS Degree	3,348
AGS Degree	54
AS Degree	734
Certificate	1,172
Diploma	2,630
Total	11,133

Source: Iowa Department of Education, Bureau of Community Colleges, AS156 Report

Funding of Iowa's Community Colleges

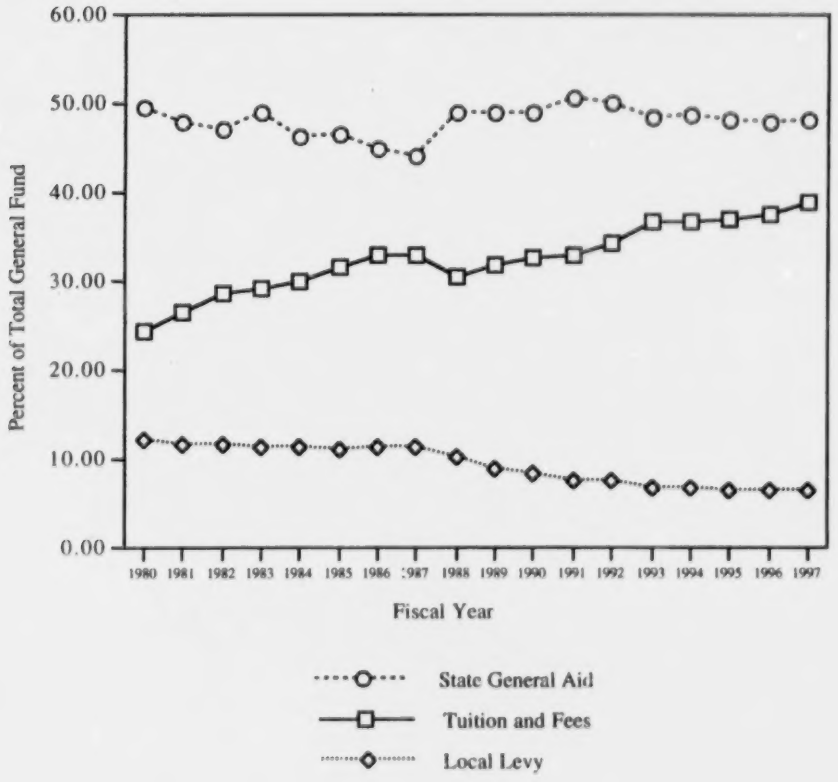
Revenues

Community colleges have three primary sources of revenue in their general operating budgets: state general aid, property tax, and student tuition and fees. Over the past few years the percentage of total revenue derived from federal reimbursement programs (such as Carl Perkins) has constantly decreased. Local taxes for community colleges are at the maximums allowed by law, and state general aid has not kept up with rising costs of operation. Increasingly, the colleges are forced to look to student tuition and fees as a means of providing revenue for college operations. (See Appendix A.) Tuition and fees

for each community college are determined locally by their board of directors. Table 4 and Figure 3 show the increasing reliance of the general operating fund on tuition and fees.

Figure 3

Revenue by Source as a Percent of Total General Operating Fund Revenues* in Iowa Community Colleges Fiscal Years 1980-1997



Source: Iowa Department of Education, Bureau of Community Colleges

* Unrestricted Portion

Table 4 identifies the sources of revenue for the unrestricted portion of the general operating fund of community colleges, both in total and percent, for fiscal years 1980, 1990, and 1997.

Table 4

Revenue by Source of the General Operating Fund Revenues* in Iowa Community Colleges for Fiscal Years 1980, 1990, and 1997

Revenue by Source	Fiscal Year 1980	Percent of Total	Fiscal Year 1990	Percent of Total	Fiscal Year 1997	Percent of Total
Tuition & Fees	$20,770,856	24.39	$59,083,307	32.80	$101,810,818	39.00
Local	10,292,235	12.08	14,795,294	8.21	16,021,489	6.14
State Gen.Aid	42,168,500	49.51	87,986,508	48.84	126,006,271	48.27
Federal	9,499,673	11.15	9,647,666	5.36	4,353,779	1.67
Other Income	2,442,607	2.87	8,630,027	4.79	12,851,532	4.92
Total	85,173,871	100.00	180,142,802	100.00	261,043,889	100.00

Source: Iowa Department of Education, Bureau of Community Colleges, AS15E

*Unrestricted Portion

Expenditures

Table 5 identifies the expenditures by function of community colleges for the unrestricted portion of the general operating fund for fiscal years 1980, 1990, and 1997. Expenditures for vocational-technical programs constituted approximately 26 percent, while expenditures for arts and science programs were approximately 21 percent of the community colleges' total operating budgets for fiscal year 1997. Less than six percent is spent on administration.

Table 5

General Operating Fund Expenditures* by Function of Iowa Community Colleges, Fiscal Years 1980, 1990, and 1997

Expenditure by Function	Fiscal Year 1980	Percent of Total	Fiscal Year 1990	Percent of Total	Fiscal Year 1997	Percent of Total
Arts & Sciences	$13,610,401	13.97	$33,404,999	18.44	$54,578,258	20.55
Vocational-Technical	36,212,749	37.18	61,614,324	34.01	69,753,127	26.26
Adult Education	14,299,673	14.68	21,168,518	11.69	31,612,344	11.90
Cooperative Pgms/Svcs	0	0.00	3,034,048	1.67	8,241,590	3.10
Administration	10,613,371	10.90	10,249,624	5.66	14,422,632	5.43
Student Services	7,523,312	7.72	13,084,284	7.22	21,283,158	8.01
Learning Resources	3,508,792	3.60	6,352,841	3.51	9,389,592	3.53
Physical Plant	11,635,949	11.95	16,470,321	9.09	26,894,105	10.12
General Institutional	0	0.00	15,767,831	8.71	29,445,986	11.10
Total Expenditures	97,404,247	100.00	181,146,790	100.00	265,620,792	100.00

Source: Iowa Department of Education, Bureau of Community Colleges

*Unrestricted Portion

The major categories of expenditures for fiscal years 1980, 1990, and 1997 for the unrestricted portion of the general operating fund are identified in Table 6. In fiscal year 1997, approximately 74 percent of the total expenditures was devoted to salaries and benefits.

Table 6

Iowa Community College Expenditures* by Category Fiscal Years 1980, 1990, and 1997

Expenditure by Category	Fiscal Year 1980	Percent of Total	Fiscal Year 1990	Percent of Total	Fiscal Year 1997	Percent of Total
Salaries & Benefits	$72,583,548	74.52	$141,069,083	77.88	$197,491,008	74.35
Services	14,386,773	14.77	24,415,492	13.48	35,214,096	13.26
Materials & Supp.	6,075,956	6.24	10,394,901	5.74	16,308,577	6.14
Misc. Expenses	128,362	0.13	1,945,132	1.07	8,401,172	3.16
Capital Outlay	4,229,608	4.34	3,322,182	1.83	8,205,939	3.09
Total Expenditures	97,404,247	100.00	181,146,790	100.00	265,620,792	100.00

Source: Iowa Department of Education, Bureau of Community Colleges, AS15E Report

*Unrestricted portion only of General Fund.

Iowa Community Colleges' Role in Economic Development

Community colleges have been actively involved in economic development activities across the state. Each community college offers customized training programs for business and industry. Community colleges also have the responsibility for operating the Industrial New Jobs Training Program and the Iowa Jobs Training Program, which provide customized training for new or expanding industries. These

programs are funded through resources derived from certificates that are later repaid from a part of the withholding tax from wages of new employees and from incremental property taxes, and from resources deposited into the Workforce Development Fund.

The Role of the Iowa Department of Education and the State Board of Education

At the state level, the regulation and coordination of community colleges are the responsibility of the State Board of Education and the Iowa Department of Education. The State Board of Education is a nine-member board appointed by the governor and subject to confirmation by the senate. In 1990, the 72nd General Assembly created the Community Colleges Council, a council for the State Board to provide greater attention to community college issues.

The State Board has specific responsibilities for approval of community college instructional programs, college budgets, and facilities. The State Board of Education is also responsible for the regulation and coordination of elementary and secondary education school districts, the intermediate area education agencies that provide services to local school districts, and the operation of vocational rehabilitation services statewide.

The State Board of Education has the responsibility for approving courses and programs of instruction in community colleges. Career programs prepare individuals for immediate entry into employment. College parallel career option programs prepare people for immediate entry into employment or for transfer into a baccalaureate degree program. The State Board has provided general approval for community colleges to offer courses as may be required in adult basic education, high school completion, supplementary career education (which includes courses to upgrade the skills of employed individuals), and continuing and general education curricula which include avocational and recreation courses that are not eligible for state general aid.

The director of the Iowa Department of Education, a gubernatorial appointee, has specific responsibilities for community colleges. These include approval of changes in boundaries; the administration of the

allocation and disbursement of federal and state funds for acquiring sites and constructing facilities; the administration of the allocation and disbursement of federal and state funds for operating costs of community colleges; the approval of sites and buildings; the approval of a uniform system of accounting; the approval of lease agreements; and the approval of instructional programs.

The Division of Community Colleges and Workforce Preparation is a unit within the Iowa Department of Education that has the major role in implementing the responsibilities of the Department of Education for community colleges. The two bureaus within the Division are the Bureau of Community Colleges and the Bureau of Technical and Vocational Education, which has responsibility for regulating both secondary and postsecondary vocational education.

More than one-half of Iowans have their first postsecondary educational experience at a community college.

Governance of Iowa's Community Colleges

Each community college is governed by a local board of directors elected from director districts of equal population within each merged area. These local boards vary from five to nine members who serve terms of three years. A local board has the responsibility for the operation of the college, developing and enforcing local policies and rules, determining the curriculum to be offered, and appointing the president of the college.

Funding Study Process...

Recommendations for funding of Iowa's community colleges were developed through a process designed to encourage the broadest possible input from each of the 15 community college districts. The process included formation of the Community College Funding Formula Task Force appointed by Ted Stilwill, Director, Iowa Department of Education. The task force included representatives from all 15 community colleges, the Iowa Department of Education and the Executive Director of the Iowa Association of Community College Trustees. The Community College Funding Formula Task Force consisted of the following members:

Daniel Brobst, Vice President of Academic Affairs, Hawkeye Community College
Myra Bruegger, Business Manager, Southeastern Community College
David Buettner, President, North Iowa Area Community College
Lana Dettbarn, Business Manager, Eastern Iowa Community College District
Robert Dunker, President, Western Iowa Tech Community College
Dave Felland, Dean of Marshalltown Campus, Iowa Valley Community College District
Janice Nahra Friedel, Administrator, Division of Community College and Workforce Preparation; Co-chair, Community College Funding Formula Task Force
Gene Gardner, Executive Director, Iowa Association of Community College Trustees
Lyle Hellyer, President, Indian Hills Community College
Dan Kinney, President, Iowa Western Community College
Tom Lesan, Vice President of Economic Development/Adult Education, Southwestern Community College
Robert L'Heureux, Business Manager, Iowa Lakes Community College
Norman Nielsen, President, Kirkwood Community College
Charles Petersen, Business Manager, Iowa Central Community College
Wayne Reed, Dean of Student Services, Northwest Iowa Community College
Joe Robbins, Executive Director of Information Technologies, Des Moines Area Community College
Darwin Schrage, Vice President of Educational Services, Northeast Iowa Community College
Leland Tack, Administrator, Division of Financial and Information Services; Co-Chair, Community College Funding Formula Task Force

Regular progress reports from the task force were made to the IACCT (Iowa Association of Community College Trustees), IACCP (Iowa Association of Community College Presidents), the Iowa State Board of Education, the Community College Council of the Iowa Department of Education, and to administrators of the Iowa Department of Education.

Working in tandem with the Community College Funding Formula Task Force, the IACCP appointed a Community College Funding Committee. Committee members included the following community college presidents:

David Buettner, President, North Iowa Area Community College, Chair
Norman Nielsen, President, Kirkwood Community College
Robert Dunker, President, Western Iowa Tech Community College
Dan Kinney, President, Iowa Western Community College
Lyle Hellyer, President, Indian Hills Community College

The committee identified major community college issues requiring resolution before a consensus could be reached regarding the community college funding formula recommendation. Task forces were formed around these critical issues and chaired by individual members of the IACCP committee. These task forces consisted of representatives from across the state in the specific areas of: (A) community college programs; (B) adult and continuing education; (C) community college student enrollment information and reporting; and (D) community college fiscal information and reporting requirements.

The task force and the IACCP subcommittees developed a foundation upon which consensus and support of a common agenda for community college funding and its distribution could be built. The IACCP membership reviewed its funding committee report at the organization's September 3, 1997 meeting. The Board of Directors of the IACCT reviewed the report on September 5, 1997. Revisions to the report and modifications in the recommendations were reviewed and approved by the IACCP on November 17, 1997. The Iowa Department of Education incorporated the IACCP proposal in this recommendation. Recommendations contained in this report were reviewed by the membership of the Community College Funding FormulaTask Force at its December 3, 1997 meeting. Opportunities for written comments regarding the enclosed recommendations were provided. Both the IACCP and the IACCT reviewed and approved the recommendations included in this report. The recommendations represent the collective wisdom, commitment and consensus of the 15 community college presidents, the IACCP, the IACCT, and the Iowa Department of Education. The Executive Summary of the recommendations was reviewed and endorsed by the Community College Council on December 11, 1997, and formally endorsed by the Iowa State Board of Education on the same date.

Funding Study Recommendations...

The Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), and the Iowa Department of Education recognize that there are unresolved issues in the funding of Iowa's community colleges. Groups across the state have been engaged in discussions regarding these issues and concluded that resolution could not be achieved in this short term. Thus, this report recommends the development of an ongoing and systematic approach to seeking resolution of these and future funding issues. The Iowa Department of Education is submitting the funding proposal recommendation developed and agreed upon by the IACCP and reviewed by the IACCT as a part of this funding formula proposal.

The Iowa Department of Education recognizes the collaboration and consensus-building which occurred to achieve these recommendations; however, the Iowa Department of Education believes it is in the best interest of the state as a whole to continue to examine the issues and to move towards a needs-driven appropriations request and distribution system. It is anticipated that a set of strategic objectives for the state community college system will be formulated; these objectives will address the funding issues cited earlier and any new issues identified through the planning process. The strategic objectives will drive the appropriations request for state general aid. It is anticipated that the strategic planning process will generate an agreed-upon set of strategic objectives for the fiscal year 2002 appropriations request.

This proposal includes the process for determining the appropriations request from the legislature, including the new state general aid, and the distribution of these funds to the 15 community colleges. It also includes some significant changes in the basis for distributing state general aid to the 15 community colleges (based on the proportional share of total statewide credit hours), vocational-technical program length and requirements, adult and continuing education program reporting, and general fiscal reporting.

It is the intent of the Iowa Department of Education to work jointly with the IACCP and the IACCT to foster cooperation and collaboration across the 15 community colleges by developing and implementing a strategic planning process for the community college system. This planning process will result in a set of strategic objectives, which will shift the rationale for community college funding from a cost-driven to a needs-driven appropriations request. The expected timeline for the development of this plan is fiscal year 2001.

Components of the Funding Formula Proposal

As stated earlier, the Iowa Department of Education recommends acceptance of the IACCP funding formula recommendations for fiscal year 1999. This proposal includes the following:

1. Appropriations Request.
2. Distribution Formula.
3. Prerequisites to Implementing the Funding Formula Recommendations.
4. Technology Fund Recommendation.

The following details the specifics of each of these components.

Appropriations Request

The appropriations request will consist of the two components—the appropriations base and the new state general aid. Both will be driven by the current and projected costs of operations. The appropriation request recommendation is to seek:

1. A rolling appropriation base equal to the previous year's appropriation.
2. An increase in state general aid equal to 75 percent of the general operating fund, as adjusted according to the specific rec-

ommendations listed in Appendix B, multiplied by the allowable growth factor for K-12 schools, as established by the Iowa General Assembly (currently 3.5 percent). Changes to the "Community College Uniform Financial Accounting Manual" will be made by the Iowa Department of Education to effect the changes recommended in Appendix B. New items or practices will be effective for fiscal year 1999.

Distribution Formula

1. Allocate to each community college district on an annually advancing basis the previous year's appropriation, provided the overall total appropriation to the community college system is sufficient to do so. This rolling appropriation base includes the historical provisions for property tax equalization, small-scale operation, differential program costs for vocational-technical education and arts and science college transfer programs, and other "funding formula" considerations related to space and enrollment.

2. The increase in state general aid appropriated by the Iowa General Assembly will be distributed on the following prioritized basis:

   a. A two percent minimum inflation appropriation to each community college multiplied by the college's most recent previous state aid allocation.

   b. However, if the national rate of inflation exceeds two percent, the appropriation increase of state general aid to each college will equal the national inflation rate if the increase in state aid appropriations to community colleges is equal to or greater than the national inflation rate.

   c. The growth in the total general state aid that exceeds inflation or two percent, whichever is greater, will be distributed based on each college's most recent proportionate enrollment share. However, the minimum total amount to be distributed in this manner will be one percent of the previous year's total appropriation of general state aid.

d. If the increase in total state general aid is below the two percent level, the total appropriation increase will be distributed as an inflationary adjustment.

Example:

Distribution Illustration

Appropriations Increase	3%	3%	3%	4%	4%	5%	6%	7%
Inflation Rate	1.8%	2%	2.5%	1.8%	2%	2.5%	3.5%	4%
Inflation Distribution	2%	2%	2%	2%	2%	2.5%	3.5%	4%
Enrollment Distribution	1%	1%	1%	2%	2%	2.5%	2.5%	3%

3. Distribute the remaining unallocated new general aid appropriation on the basis of each college's proportionate share of overall, independently audited system enrollment. Utilizing refined enrollment-reporting definitions and methods approved by the Iowa Department of Education and using independently audited data from the just-concluded fiscal year, the Iowa Department of Education will determine enrollment share percentages for each community college district.

Prerequisites to Implementing the Funding Formula Recommendations

1. Adopt the general operating fund refinements listed in Appendix B.

2. Adopt the programmatic and student enrollment reporting changes listed in Appendix C.

3. Adopt the non-credit enrollment reporting guidelines proposed by the IACCP Adult and Continuing Education task force when the review and approval process is completed by the Iowa Department of Education.

4. Implementation of selected components of a Management Information System (MIS):

   a. Year-end credit student enrollment report.

   b. Fiscal reports.

   c. Adult and continuing education.

5. Well-defined auditing process for student enrollment reporting.

Technology Fund Recommendation

Distribute the technology funding on the basis of each college's proportionate share of overall, independently audited student enrollment, utilizing refined enrollment reporting methods approved by the Iowa Department of Education and using independently audited data from the most recently concluded fiscal year. The Iowa Department of Education will determine enrollment share percentages for each community college district.

Fiscal Year 1999 Appropriations Request...

Utilizing the recommendations contained in this report, the appropriations request for fiscal year 1999 would be calculated as follows:

Rolling Appropriations Base Fiscal Year 1998 State Aid Appropriation	**$130,582,051**
New State General Aid	**$6,984,286**
Total Fiscal Year 1999 Appropriations Request	**$137,566,337**

The new state general aid appropriation is calculated by multiplying the allowable growth rate times 75 percent of the fiscal year 1997 expenditures. Based upon the recommendations related to financial reporting requirements in this proposal, the fiscal year 1997 expenditures would total $266,068,037. The allowable growth rate is the same allowable growth rate established for school districts for 1998-99, 3.5 percent.

This proposal recommends fiscal year 1999 new state general aid to Iowa's community colleges totaling $6,984,286; this is an approximate 5.3 percent increase over the fiscal year 1998 appropriation. Approximately $2,611,641 will be allocated as the two-percent inflation appropriation to each college; approximately $4,372,645 will be allocated based on the individual community college's proportional share of enrollment.

Funding Issues

As indicated earlier, enrollments at Iowa's community colleges have grown steadily. In the fall of 1997, over 60,000 students enrolled in credit programs. More than one-half of Iowans pursuing post-high school education have their first postsecondary educational experience at a community college.

The single largest source of revenue for the general operating fund of the community colleges is state general aid. In 1985, the legislature charged the Iowa Department of Education with establishing a task force to study community college funding and to make recommendations for future appropriations. The resulting formula was designed to take into account the existing financial aid for each college, the extent of the inequity existing for each college if its total state aid was below the state average, and the need for salary and support improvements at each college. A new funding formula was written into the Iowa Code in 1986. Through the years, this formula was modified and eventually abandoned. In its first year of full implementation, fiscal year 1988, the formula was nearly fully funded, but by fiscal year 1992, state aid was falling consistently short of the formula-driven determined level of support. The formula has been notwithstood by the legislature for funding of Iowa's community colleges since fiscal year 1992.

The Community College Funding Formula Task Force identified and studied numerous issues associated with funding. Clearly, not every issue identified was resolved. Several significant issues remain and will require continued attention. This section of the report expands on some of the issues which may need to be addressed in the future.

Inequities of Funding in Iowa's Higher Education Sector

In 1997, state appropriations funding per community college student totaled $2,354, while at the state universities it averaged

$10,956 per student, and at the private colleges, $2,675 per student (Source: Legislative Fiscal Bureau, see Appendix D). During fiscal year 1997, 4,473 Iowans received Iowa Vocational-Technical Education Tuition Grants. The fiscal year 1997 maximum individual tuition grant of $600 fell considerably short of the average annual community college tuition and fees of $1,840.00 (U.S. Department of Education).

Property Tax/State Aid Equalization

The concept of equalizing the amount of revenue from state aid and property taxes received by each community college was introduced by the legislature in 1985, through enactment of a community college financing method based in part on a combination of local property valuations and state aid. The foundation plan required an equal local effort of $0.2025 tax per $1,000 assessed valuation with state aid provided up to a defined level.

As noted elsewhere in this report, this method of funding each college has not been followed for a number of years. Equity of funding through state aid and property taxes is vital to assure equal student access and fairness and may need to be examined in future years as other bases for funding the colleges are examined.

The variance in property tax revenues by community college is displayed in Table 7. Revenues are shown as per-student amounts where student counts are defined as full-time equivalent enrollments (FTEE). The FTEE is based upon converting credit hours and contact hours into FTEEs for each college.

The amount of general fund revenues from property taxes in fiscal year 1997, as raised by the $0.2025 levy, varied over $200 per student. As can be seen in Table 7, the state average property tax per FTEE was approximately $219 per year.

As Table 8 indicates, the amount of state aid per FTEE received by each community college in 1996-97 varied approximately $900, from a low of about $1,409 to a high of $2,352. The average amount of state aid was $1,719 per FTEE student in 1996-97. As with the property tax amounts, the current student count is based upon the

property tax amounts, the current student count is based upon the enrollment of each college as defined by converting credit and contact hours into full-time equivalent enrollments.

Table 7

Property Tax Revenues by Iowa Community College for Fiscal Year 1997

Merged Area	Community College	Local* Levy	Total FTEE	Levy FTEE	Percent of State Average	Amount Above/ Below State Average FTEE
1	Northeast Iowa	$1,137,929	4,025.94	$282.65	128.84	$63.28
2	North Iowa Area	774,304	4,110.75	188.36	85.86	(31.01)
3	Iowa Lakes	594,527	2,914.41	204.00	92.99	(15.38)
4	Northwest Iowa	454,529	1,488.07	305.45	139.24	86.08
5	Iowa Central	977,114	2,900.14	336.92	153.58	117.55
6	Iowa Valley	553,526	3,231.46	171.29	78.08	(48.08)
7	Hawkeye	906,483	5,252.25	172.59	78.67	(46.78)
9	Eastern Iowa	1,514,556	6,509.08	232.68	106.07	13.31
10	Kirkwood	2,213,709	12,175.24	181.82	82.88	(37.55)
11	Des Moines Area	3,520,452	12,162.75	289.45	131.94	70.07
12	Western Iowa Tech	939,684	3,918.32	239.82	109.32	20.45
13	Iowa Western	928,541	4,423.08	209.93	95.69	(9.44)
14	Southwestern	375,744	1,594.41	235.66	107.43	16.29
15	Indian Hills	687,334	5,650.23	121.65	55.45	(97.73)
16	Southeastern	506,095	2,964.31	170.73	77.83	(48.64)
	Total	16,084,527	73,320.44	219.37	100.00	0.00

Source: Iowa Department of Education, Bureau of Community Colleges

The FTEE calculation is based on 24-credit semester hours equaling 1 FTEE and 600 contact hours of adult and continuing education equaling one FTEE.

*Local levy was calculated by multiplying the 20.25¢ levy by taxable valuation.

Equity of funding through state aid and property taxes is vital to assure equal student access and fairness...

Table 8

State General Aid by Iowa Community College for Fiscal Year 1997

Merged Area	Community College	State General Aid	Total FTEE	State General Aid/ FTEE	Percent of State Average	Amount Above/ Below State Average/ FTEE
1	Northeast Iowa	$6,011,556	4,025.94	$1,493.20	86.89	$(225.36)
2	North Iowa Area	7,088,572	4,110.75	1,724.40	100.34	5.83
3	Iowa Lakes	6,693,483	2,914.41	2,296.68	133.64	578.11
4	Northwest Iowa	3,261,020	1,488.07	2,191.44	127.52	472.87
5	Iowa Central	6,820,986	2,900.14	2,351.95	136.86	633.38
6	Iowa Valley	6,321,009	3,231.46	1,956.08	113.82	237.51
7	Hawkeye	9,016,757	5,252.25	1,716.74	99.89	(1.83)
9	Eastern Iowa	11,055,518	6,509.08	1,698.48	98.83	(20.09)
10	Kirkwood	17,159,800	12,175.24	1,409.40	82.01	(309.17)
11	Des Moines Area	18,467,633	12,162.75	1,518.38	88.35	(200.19)
12	Western Iowa Tech	7,281,649	3,918.32	1,858.36	108.13	139.79
13	Iowa Western	7,447,594	4,423.08	1,683.80	97.98	(34.77)
14	Southwestern	3,303,347	1,594.41	2,071.83	120.56	353.26
15	Indian Hills	10,303,739	5,650.23	1,823.60	106.11	105.03
16	Southeastern	5,773,608	2,964.31	1,947.71	113.33	229.14
	Total	126,006,271	73,320.44	1,718.57	100.00	0.00

Source: Iowa Department of Education, Bureau of Community Colleges

The FTEE calculation is based on 24-credit semester hours equaling 1 FTEE and 600 contact hours of adult and continuing education equaling one FTEE.

Equalization of revenue should be based upon the sum of state aid and property taxes and not on either one in isolation. It is the combination of the amount of state general aid and property taxes received that is most important. Table 9 displays the sum of the revenue received from state aid and property taxes by each college in 1996-97. The amount received per student varied approximately $1,000 per FTEE student. The state average amount per student was approximately $1,938 in fiscal year 1997.

Table 9

Total State General Aid and Property Tax Revenues by Iowa Community College for Fiscal Year 1997

Merged Area	Community College	State General Aid and Property Taxes	Total FTEE	State General Aid & Property Tax/ FTEE	Percent of State Average	Amount Above/ Below State Avg./ FTEE
1	Northeast Iowa	$7,149,485	4,025.94	$1,775.85	91.64	(162.09)
2	North Iowa Area	7,862,876	4,110.75	1,912.76	98.70	(25.18)
3	Iowa Lakes	7,288,010	2,914.41	2,500.68	129.04	562.74
4	Northwest Iowa	3,715,549	1,488.07	2,496.89	128.84	558.95
5	Iowa Central	7,798,100	2,900.14	2,688.87	138.75	750.93
6	Iowa Valley	6,874,535	3,231.46	2,127.38	109.78	189.43
7	Hawkeye	9,923,240	5,252.25	1,889.33	97.49	(48.61)
9	Eastern Iowa	12,570,074	6,509.08	1,931.16	99.65	(6.78)
10	Kirkwood	19,373,509	12,175.24	1,591.22	82.11	(346.72)
11	Des Moines Area	21,988,085	12,162.75	1,807.82	93.29	(130.12)
12	Western Iowa Tech	8,221,333	3,918.32	2,098.18	108.27	160.24
13	Iowa Western	8,376,135	4,423.08	1,893.73	97.72	(44.21)
14	Southwestern	3,679,091	1,594.41	2,307.49	119.07	369.55
15	Indian Hills	10,991,073	5,650.23	1,945.24	100.38	7.30
16	Southeastern	6,279,703	2,964.31	2,118.44	109.31	180.50
	Total	142,090,798	73,320.44	1,937.94	100.00	0.00

Source: Iowa Department of Education, Bureau of Community Colleges

The FTEE calculation is based on 24-credit semester hours equaling 1 FTEE and 600 contact hours of adult and continuing education equaling one FTEE.

Reducing the range in non-tuition revenues per student needs to be part of the discussion on financing the community college system. Perfect equity per student (each college receiving the same amount of money per student) is neither practical, economically feasible, nor a proposed goal. However, a series of questions regarding fairness and access have been raised. It is apparent that the disparities warrant further discussion, and perhaps consideration, in future community college financing.

Rising Student Tuition and Fees

In 1997-98, community college tuition and fees for two semesters at 15 credit hours each, ranges from $1,650 to $2,235.00, see Table 10. The state average is $1,950.01, an increase of approximately 4.48 percent from 1996-97.

According to the U.S. Department of Education, National Center for Education Statistics, in 1996-97 the average community college tuition for all 50 states was $1,283 and tuition in Iowa's community colleges averaged $1,840 (Appendix E). Iowa ranked 15th in the nation in community college tuition and 4th in the midwest region, see Appendix F. Community college tuition in Iowa is considerably higher than the community college tuition in Nebraska, Kansas, Illinois, and Missouri, see Table 11.

Table 10

Iowa Community College Tuition and Fees for 2 Semesters at 15 Credit Hours per Semester 1997-98

Merged Area	College	2 Semesters at 15 credit hours per semester Tuition	Fees	Total
1	Northeast Iowa	$1,890.00	$292.50	$2,182.50
2	North Iowa Area	1,726.50	248.20	1,974.70
3	Iowa Lakes	1,710.00	361.00	2,071.00
4	Northwest Iowa	1,650.00	300.00	1,950.00
5	Iowa Central	1,710.00	247.50	1,957.50
6	Iowa Valley MCC	1,740.00	390.00	2,130.00
	Iowa Valley ECC	1,740.00	495.00	2,235.00
7	Hawkeye	1,920.00	255.00	2,175.00
9	Eastern Iowa	1,590.00	165.00	1,755.00
10	Kirkwood	1,710.00	0.00	1,710.00
11	Des Moines Area	1,530.00	192.00	1,722.00
12	Western Iowa Tech	1,770.00	270.00	2,040.00
13	Iowa Western	1,950.00	210.00	2,160.00
14	Southwestern	1,620.00	360.00	1,980.00
15	Indian Hills	1,440.00	210.00	1,650.00
16	Southeastern	1,515.00	225.00	1,740.00
	State Average** 1997-98	1,698.10	251.91	1,950.01

Source: Iowa Department of Education, Bureau of Community Colleges

*Tuition and Fees are based upon the 1997 fall semester.

** State average is calculated based on 15 community colleges.

Table 11

Average In-State Tuition for Public Community Colleges in the Midwest Region: 1996-97

	State or Other Area	Tuition
1	South Dakota	$3,430
2	Minnesota	2,219
3	Wisconsin	1,942
4	**Iowa**	**1,840**
5	North Dakota	1,783
6	Michigan	1,578
7	Illinois	1,290
8	Missouri	1,283
9	Kansas	1,244
10	Nebraska	1,224

Source: Data derived from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Institutional Characteristics" surveys, October 1997.

The percent of total revenues derived from tuition and fees increased from approximately 24 percent in fiscal year 1980 to approximately 39 percent in fiscal year 1997. Total revenues derived from property taxes have decreased from 12 percent to six percent during the same period. In fiscal year 1997, tuition and fees accounted for approximately $101.8 million, state general aid $126 million, and property taxes $16.0 million.

The percent of total revenues derived from tuition and fees increased from approximately 24 percent in fiscal year 1980 to approximately 39 percent in fiscal year 1997.

Community College Salaries

In fiscal year 1995-96, the average pay for full-time faculty at Iowa's community colleges was $35,726, Table 12. The national average was $43,295, or a difference of $7,569. In 1992-93, the Iowa community college faculty salaries were $5,962 below the national average. In fiscal year 1996, the average pay of faculty in Iowa's public universities was $58,998, or $3,930 above the national average for four-year public institutions. These data are summarized in Table 12 and illustrated in Figure 4.

Recruiting and retaining faculty will continue to be an issue if salaries are not competitive.

Table 12

Comparison of Iowa and National Average Salaries of Full-time Faculty Members in Public Four-Year and Public Two-Year Institutions Fiscal Years 1993-96

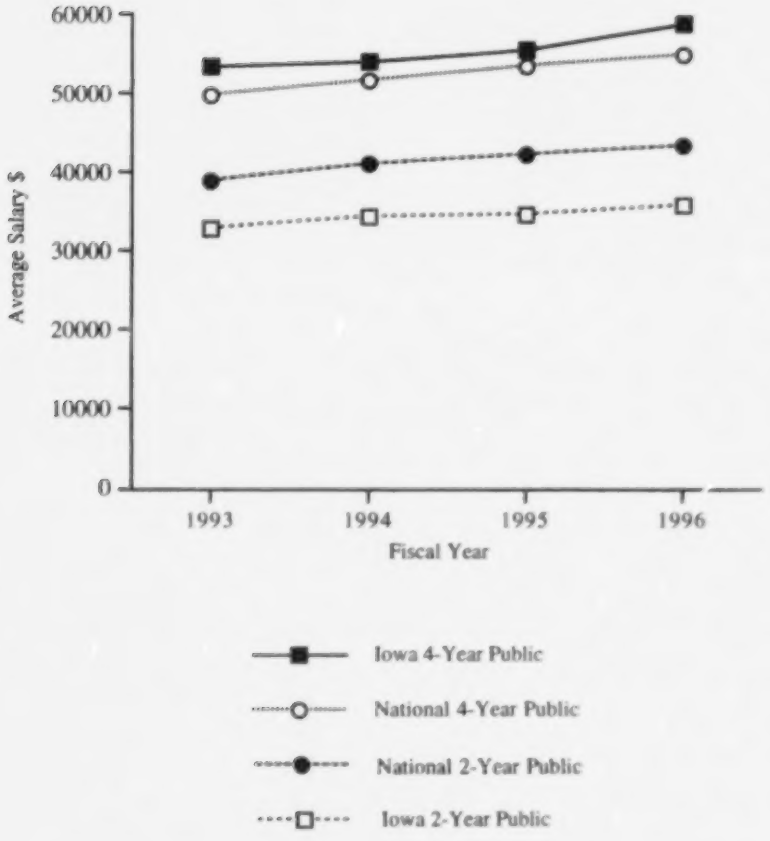
	Institution Type			
Fiscal Year	Iowa 4-Year Public Institutions	National 4-Year Public Institutions	Iowa 2-Year Public Institutions	National 2-Year Public Institutions
93	$53,458	$49,906	$32,973	$38,935
94	54,011	51,493	34,329	41,040
95	55,522	53,444	34,634	42,101
96	58,998	55,068	35,726	43,295

Source: The Chronicle of Higher Education Almanac (1993-1997).

Recruiting and retaining faculty will continue to be an issue if salaries are not competitive. The growth in average salaries of faculty has been minimal over the last five years. Clearly, more growth in salaries has occurred at the public university level, as reflected in the increases of the national averages and in the average salary of faculty at Iowa's three public universities.

Figure 4

Comparison of Iowa and National Average Salaries of Full-Time Faculty Members in Public Four-Year and Public Two-Year Institutions — Fiscal Years 1993-96



Source: The Chronicle of Higher Education Almanac (1993-1997).

New Program Development

All of Iowa's community colleges are comprehensive, providing arts and science college transfer programs, vocational-technical programs, adult and continuing education, developmental education, and selected programs for high school students. As the industrial and business base of Iowa stabilizes in response to the global service economy and advances in technologies, new programs will need to be developed. The community colleges need funds to develop and start up new technical programs. These costs include:

- Development of the curriculum.
- Coordination between the college and private sector for curriculum planning.
- Opportunities for on-the-job training and job placement.
- Program promotion and marketing.
- Student recruitment.
- Development of assessment and evaluation measures.
- Equipment and technology acquisition.
- Facilities modification and renovation.
- Hiring of faculty.
- Professional development of faculty.
- Program accreditation fees, if appropriate.
- Materials and supplies.

All of these costs are incurred before students are enrolled in the program, and funding of these activities is critical to the development of relevant programs.

Currently, there are no funds available for new program development and start-up costs. For a short period, concluded in 1989, a small pool of funds through the Carl Perkins Act was available to community colleges on a competitive grant basis for new program development. The state needs to provide funds for the development and start-up costs of new programs at Iowa's community colleges. As Iowa implements initiatives in response to welfare reform legislation, Iowans currently on welfare will pursue jobs that require basic and technical skills. Iowa's community colleges will need to provide appropriate programs, services, and opportunities for these new students.

Developmental Learning Needs of Iowa's Adult Population

As discussed earlier, the community colleges offer a full array of developmental courses and services. Many of these services, including assessment and the use of developmental learning labs and learning resource centers, are available at no cost to the participant. As the basic and technical skill requirements of the job market increase, the need for these services will also increase.

Community colleges have the willingness and expertise to respond to the increased developmental learning needs of Iowa's adult population; funds are necessary to continue and expand these services so they are accessible to all Iowans.

Modernization of Programs

No one can deny the impact of technology on the workplace and the skills and knowledge needs of workers; technology has impacted all aspects of our lives and is an integral part of the teaching process for arts and science programs, vocational-technical programs, and adult and continuing education programs. All equipment and technologies, including computers, must be maintained

and upgraded. Curriculum must be revised, instructional materials acquired, facilities renovated, and the knowledge and skills of faculty and staff must be continually improved. It is in the best interest of the state and the people of Iowa to fund the modernization of existing programs at the community colleges.

The recently appropriated technology funds of $3 million annually are not sufficient to meet all of the costs for all of the programs, and they are only available through June 30, 2001. These funds are insufficient to cover the full array of costs associated with the modernization of existing programs and the development of new programs and need to be available on a continual basis.

Future Action. . .

There are critical funding issues, which, if unresolved, may threaten the viability of Iowa's community colleges. These critical issues are the result of an inadequate funding and distribution scheme for the community colleges. It is proposed that the Iowa Department of Education, the IACCP, and the IACCT will immediately begin developing a strategic planning process for the community college system. During fiscal years 1999 through 2001, the Iowa Department of Education, the IACCP, and the IACCT will work jointly in developing a strategic planning process for the community college system. The strategic planning process will address the issues previously noted by the Iowa Department of Education, the Community College Funding Formula Task Force, and earlier funding studies. These issues include, but are not limited to, the following:

There are critical funding issues, which, if unresolved, may threaten the viability of Iowa's community colleges.

1. The low salaries of community college faculty, staff, and administrators.
2. The increasing student tuition and fees at Iowa's community colleges.
3. Inequity of revenues.
4. Modernization of programs and equipment.
5. New program development, start-up, and implementation.
6. The developmental and remedial learning needs of Iowa's adult population.

It is proposed that the appropriations request for fiscal year 2002 will be a needs-driven request based on the strategic objectives of the system. The system for distributing state general aid may also be exam-

amined and appropriate recommendations made. Strategic planning and the examination of Iowa's funding to the community colleges will be viewed as an ongoing process, built to respond to the changing environments and needs impacting the community colleges.

Appendix A — Sources of Community College General Operating Fund Fiscal Years 1980 thru 1997

Revenue Sources of Iowa Community Colleges General Operating Fund* Fiscal Years 1980 thru 1997

Year	Tuition & Fees	Local	State	Federal	Other Income	Total Revenue
1980	20,770,856	10,292,235	42,168,500	9,499,673	2,442,607	85,173,871
1981	25,378,916	10,996,524	45,926,991	11,186,726	2,530,891	96,020,048
1982	29,551,450	11,894,036	48,828,338	10,660,780	2,783,449	103,718,053
1983	32,694,482	12,555,326	54,943,365	7,920,067	4,069,473	112,182,713
1984	35,635,911	13,251,604	54,905,514	9,020,315	6,106,408	118,919,752
1985	39,081,844	13,509,424	57,304,653	7,763,792	5,606,917	123,266,630
1986	41,874,013	14,341,590	57,318,691	7,238,891	6,682,867	127,456,502
1987	44,234,418	15,238,260	59,364,009	7,842,465	7,743,795	134,422,947
1988	46,320,889	15,494,622	74,298,897	8,731,043	6,879,925	151,725,376
1989	52,939,398	14,842,017	81,145,557	8,444,365	8,574,540	165,945,877
1990	59,083,307	14,795,294	87,986,508	9,647,666	8,630,027	180,142,802
1991	64,611,612	14,628,725	99,007,776	10,013,803	7,374,254	195,636,170
1992	71,468,172	15,363,740	103,957,683	10,128,910	7,267,997	208,186,502
1993	80,328,838	14,809,399	105,999,720	9,619,520	7,856,403	218,613,880
1994	84,320,603	14,983,318	111,520,721	9,052,982	9,090,428	228,968,052
1995	88,787,614	15,411,635	115,470,717	9,724,727	11,074,989	240,469,682
1996	94,510,410	16,295,106	120,871,270	9,390,517	11,161,382	252,228,685
1997	101,810,818	16,021,489	126,006,271	4,353,779	12,851,532	261,043,889

Source: Iowa Department of Education, Bureau of Community Colleges

*Unrestricted Portion AS15E, total of actual receipts.

Percent Distribution of Revenue by Source of Iowa Community College General Operating Fund*, Fiscal Years 1980 thru 1997

Year	Tuition & Fees	Local Levy	State	Federal	Other Income	Total Revenue
1980	24.39	12.08	49.51	11.15	2.87	100.00
1981	26.43	11.45	47.83	11.65	2.64	100.00
1982	28.49	11.47	47.08	10.28	2.68	100.00
1983	29.14	11.19	48.98	7.06	3.63	100.00
1984	29.97	11.14	46.17	7.59	5.13	100.00
1985	31.71	10.96	46.49	6.30	4.55	100.00
1986	32.85	11.25	44.97	5.68	5.25	100.00
1987	32.91	11.34	44.16	5.83	5.76	100.00
1988	30.53	10.21	48.97	5.75	4.54	100.00
1989	31.90	8.94	48.90	5.09	5.17	100.00
1990	32.80	8.21	48.84	5.36	4.79	100.00
1991	33.03	7.48	50.61	5.12	3.76	100.00
1992	34.33	7.38	49.93	4.87	3.49	100.00
1993	36.74	6.77	48.49	4.40	3.60	100.00
1994	36.83	6.54	48.71	3.95	3.97	100.00
1995	36.92	6.41	48.02	4.04	4.61	100.00
1996	37.47	6.46	47.92	3.72	4.43	100.00
1997	39.00	6.14	48.27	1.67	4.92	100.00

Source: Iowa Department of Education, Bureau of Community Colleges

*Unrestricted Portion AS15E

Appendix B — General Fund Refinements

Specific recommendations to ensure consistency and uniformity in accounting and reporting practices in the General Fund for the purpose of determining the state general aid asking are proposed.

1. The following are allowable adjustments to the General Fund:

   a. Utility costs.

   b. Transfer expenses related to the ongoing operations of the college, unless already spent in the General Fund.

   c. All capital outlay, excluding the state-funded technology appropriation revenues and expenditures for land and bonds for new construction.

   d. Building maintenance expenses will be the part of the General Fund calculations. Allowable General Fund expenses for ongoing building maintenance will be defined and included in the "Community College Uniform Financial Accounting Manual."

2. The following are exclusions from the General Fund for the purpose of determining the state general aid asking:

   a. The three-cent and/or six-cent levy expenses.

   b. Legislative allocations for special purposes (earmarked monies)—e.g., technology revenue/expenditures just legislated will be excluded.

   c. Expenditures made while servicing correctional institutions unless spent in excess of state allocations.

   d. Federal grants or federal dollars for categorical funding; however, federally-funded programs which support the mission of the college and for which the college supplements funding (i.e., Adult Basic Eduction [ABE] and Carl Perkins) will not be excluded.

e. Contract training pursuant to 260E agreements (Industrial New Jobs Training), and programs for high school students where state funding for students in those programs is claimed by a K-12 school district.

Appendix C — Programmatic and Student Enrollment Reporting Changes

The IACCP proposal include a major change in the unit of measure for calculating credit student enrollment for funding distribution purposes—a change from contact hours to credit hours. The IACCP proposal also contained several recommendations regarding program requirements and maximum program length.

1. Funding distribution will be based on FTEE.

2. Twenty-four (24) semester credit hours will equal one FTEE.

3. Six hundred (600) contact hours in adult and continuing education will equal one FTEE. This recommendation converts the unit of measure for funding distribution for community colleges from contact hours to credit hours (FTEE).

4. The associate of applied science degree in vocational-technical subjects consists of an academic program being the equivalent of a maximum of four semesters and one summer session of instruction.

5. Program length for AAS degree vocational-technical programs will not exceed a total of 86 semester credit hours. The current program requirements dictate a minimum of 60 semester hours of credit for AAS and AAA degree programs.

19 credits per semester x 4 semesters	=	76 credit hours
10 credits per summer term x 1 summer term	=	10 credit hours
Maximum credit hours for the AAS degree	=	86 credit hours

6. All college-level courses required for program admittance and/or graduation must be included in the 86 credit hour maximum (some colleges have college credit courses required for program entrance). Developmental credit hours will not be counted toward the program maximum of 86 semester credit hours. All diploma and certificate programs will not exceed 48 credit hours.

7. Programs that receive external accreditation may appeal maximum credit-hour-length requirements by presenting a rationale to the community college chief academic officers. A recommendation will then be forwarded to the Iowa Department of Education, Division of Community Colleges and Workforce Preparation, for consideration of a waiver in AAS program length. All AAS degree programs over the 86 semester hour maximum must have approved program-length waivers.

8. College preparatory developmental education courses will be counted as arts and sciences and will be counted on a credit-hour basis.

9. Inclusion of all enrollments in the eligible FTEE determination.

Student enrollment reports will be generated by the Iowa Department of Education's Management Information System (MIS), and all community colleges will be reporting year-end student enrollment data electronically by July 1, 1998. The system will be managed by the Iowa Department of Education and audited by an independent, third party auditor. In the absence of such data or verification of such data, state appropriations will be allocated as they were in the prior year.

Appendix D — Education Funding for Iowa Students and Inmates Fiscal Year 1997

Education Funding for Iowa Students and Inmates - FY 1997

	Note	Iowa Pupils	Property Tax	Property Tax Per Pupil	State Funding	State Funding Per Pupil	Infrastructure Funding Included in State Funding
Pre-Kindergarten							
0-3 and Parents		1,000			$ 788,050	$ 788	
3-5 At-Risk	1	2,700			$ 7,077,329	$ 2,621	
K-12							
Public Schools							
School Aid	2	504,506	$ 743,774,171	$ 1,474	$ 1,548,657,859	$ 3,070	$ 15,000,000
Administration and Grants	3				***$ 14,077,231***		
Area Education Agencies		556,848	$ 55,230,384	$ 99	$ 72,947,038	$ 131	
Human Services Agencies	4	54			$ 683,719	$ 12,661	
Corrections		3,500			$ 2,350,600	$ 672	
Higher Education							
Community Colleges	5	53,523	$ 16,084,527	$ 301	***$ 126,006,270***	$ 2,354	
State Universities	6	48,464			***$ 530,981,468***	$ 10,956	$ 50,000,000
Private Colleges		14,454			***$ 38,664,750***	$ 2,675	
College Student Aid Commission	7				***$ 7,556,889***		

Notes:

1. Currently, 6,758 4-year-old at-risk children are served through Federal Funds and State funds serve 1,881, leaving 1,361 yet to be served. The estimated cost to serve 1,361 4-year-olds at $3,700 per child is $5,035,700.
2. Includes property taxes and state aid from the school aid formula and other education standing appropriations.
3. Includes Department of Education administration and grants and state aid.
4. Includes Cherokee and Independence. Other programs are included in the School Aid Program.
5. Property Taxes only includes the General Levy amount. The total generated is $46.0 million or $859 per pupil.
6. Includes Board Operation, Tuition Replacement, and General University Line-items (Does not include research, hospital, or other line items).
7. Includes operations and other loan programs.

State Funds in Bold and Italics are from the Education Appropriations Bill.

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Appendix E — Average Undergraduate Tuition and Fees, Room and Board Rates Paid by Students in Institutions of Higher Education by Control of Institution and by State for the Years 1995-96 and 1996-97

Table 313.—Average undergraduate tuition and fees and room and board rates paid by students in institutions of higher education, by control of institution and by state: 1995–96 and 1996–97

State or other area	Public 4-year, 1995–96		Public 4-year, 1996–97[1]				Private 4-year, 1995–96		Private 4-year, 1996–97[1]				Public 2-year, tuition only (in-state)	
	Total	Tuition (in-state)	Total	Tuition (in-state)	Room	Board	Total	Tuition	Total	Tuition (in-state)	Room	Board	1995–96	1996–97[1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	**$7,014**	**$2,848**	**$7,331**	**$2,986**	**$2,212**	**$2,133**	**$17,612**	**$12,243**	**$18,476**	**$12,920**	**$2,885**	**$2,670**	**$1,239**	**$1,283**
Alabama	5,735	2,239	6,008	2,363	1,811	1,834	11,636	7,580	12,182	8,023	1,852	2,307	1,316	1,358
Alaska	6,663	2,488	6,896	2,552	2,407	1,937	12,568	7,996	12,681	8,108	1,843	2,729	2,120	1,850
Arizona	5,996	1,926	6,307	2,009	2,361	1,937	11,290	7,008	12,122	7,811	2,077	2,234	764	782
Arkansas	5,055	2,028	5,398	2,255	1,669	1,474	10,157	6,553	10,764	7,012	1,560	2,193	912	941
California	8,209	2,664	8,324	2,731	3,038	2,556	20,040	13,905	20,987	14,650	3,287	3,050	361	371
Colorado	7,030	2,472	7,319	2,562	2,124	2,632	17,188	11,899	18,329	12,189	2,649	3,491	1,340	1,403
Connecticut	8,755	3,850	9,251	4,105	2,741	2,405	22,954	16,601	23,956	17,495	3,751	2,710	1,646	1,722
Delaware	8,512	4,003	8,896	4,180	2,530	2,185	11,450	7,285	12,800	7,674	2,785	2,341	1,266	1,330
District of Columbia	—	1,118	—	1,502	—	—	21,406	14,734	22,432	15,457	4,140	2,834	—	—
Florida	6,251	1,766	6,574	1,789	2,455	2,330	15,130	10,447	16,020	11,099	2,517	2,403	1,103	1,151
Georgia	5,690	2,104	6,499	2,244	2,138	2,117	15,215	10,221	16,459	10,973	3,060	2,427	1,060	1,110
Hawaii	—	1,578	—	2,298	—	—	11,610	6,230	14,102	6,492	2,950	4,660	524	789
Idaho	5,306	1,678	5,673	1,973	1,585	2,115	15,258	11,806	15,760	12,256	1,374	2,131	991	1,045
Illinois	7,841	3,355	8,192	3,525	2,130	2,538	16,671	11,649	17,649	12,424	2,814	2,412	1,232	1,290
Indiana	7,388	3,038	8,120	3,200	1,993	2,926	16,853	12,621	17,707	13,268	2,052	2,386	1,928	2,331
Iowa	5,945	2,564	6,174	2,655	1,771	1,748	15,878	11,894	16,559	12,394	1,913	2,252	1,785	1,840
Kansas	5,688	2,116	5,898	2,223	1,780	1,894	12,345	8,605	13,052	9,180	1,622	2,250	1,133	1,244
Kentucky	5,454	2,162	5,455	2,241	1,437	1,777	11,267	7,564	12,063	8,134	1,824	2,105	1,124	1,211
Louisiana	5,503	2,221	5,623	2,230	1,506	1,887	17,313	12,081	18,509	13,002	2,778	2,729	1,026	1,054
Maine	7,899	3,424	8,252	3,639	2,286	2,328	22,003	16,338	22,469	16,802	2,780	2,887	2,376	2,558
Maryland	8,731	3,575	9,177	3,848	2,826	2,503	21,076	14,561	22,014	15,365	3,622	3,028	1,969	2,103
Massachusetts	8,770	4,262	9,039	4,266	2,526	2,248	23,353	16,430	24,391	17,248	3,919	3,224	2,361	2,342
Michigan	8,189	3,895	8,648	3,986	2,115	2,546	13,425	9,259	14,037	9,683	2,157	2,196	1,527	1,578
Minnesota	6,734	3,229	7,131	3,539	2,063	1,530	17,177	12,864	17,980	13,633	2,122	2,225	2,050	2,219
Mississippi	5,416	2,459	5,528	2,497	1,482	1,549	9,965	6,835	10,480	7,226	1,656	1,599	941	952
Missouri	6,768	3,024	7,179	3,230	2,152	1,798	14,160	9,611	14,937	10,169	2,303	2,464	1,252	1,283
Montana	7,803	2,369	6,497	2,488	1,856	2,152	11,049	7,540	11,862	8,022	1,661	2,179	1,516	1,600
Nebraska	5,503	2,189	5,722	2,269	1,477	1,976	13,201	9,409	13,808	9,859	1,860	2,089	1,132	1,224
Nevada	7,400	1,686	7,690	1,814	3,191	2,684	—	7,388	13,380	7,780	3,300	2,300	974	1,002
New Hampshire	8,730	4,445	9,126	4,644	2,711	1,770	20,984	14,985	21,447	15,863	3,178	2,406	2,419	2,784
New Jersey	9,118	3,972	9,668	4,269	3,228	2,171	19,753	13,579	20,998	14,388	3,437	3,174	1,880	1,947
New Mexico	5,299	1,940	5,427	2,016	1,528	1,883	14,251	9,717	15,256	10,356	2,322	2,578	674	689
New York	8,971	3,715	9,298	3,797	3,053	2,448	20,910	13,909	21,538	14,559	3,889	3,090	2,426	2,519
North Carolina	5,119	1,641	5,437	1,841	1,802	1,794	15,334	10,916	16,357	11,682	2,221	2,455	581	581
North Dakota	5,641	2,247	5,921	2,381	1,058	2,483	9,924	7,020	10,429	7,419	1,294	1,715	1,697	1,783
Ohio	8,157	3,606	8,480	3,834	2,535	2,111	17,186	12,425	17,914	12,989	2,429	2,496	2,266	2,323
Oklahoma	4,296	1,848	5,079	1,936	1,284	1,859	11,615	7,700	11,525	7,579	1,709	2,237	1,253	1,262
Oregon	7,395	3,246	7,986	3,407	1,890	2,689	18,841	13,856	19,878	14,766	2,387	2,725	1,342	1,524
Pennsylvania	9,138	4,731	9,509	4,994	2,314	2,201	19,894	14,131	20,860	14,908	3,068	2,883	1,906	2,012
Rhode Island	9,453	3,861	9,652	3,907	3,044	2,700	22,015	15,340	22,465	15,644	3,751	3,071	1,726	1,736
South Carolina	6,964	3,096	7,235	3,206	2,109	1,921	13,464	9,669	14,177	10,253	1,900	2,024	1,066	1,114
South Dakota	5,613	2,644	5,831	2,727	1,293	1,811	13,111	9,184	13,749	9,624	1,628	2,497	3,430	3,430
Tennessee	5,373	1,989	5,498	2,051	1,728	1,719	13,953	9,745	14,885	10,387	2,314	2,184	1,022	1,046
Texas	5,471	1,824	5,904	2,022	1,979	1,902	13,022	8,848	13,686	9,385	2,044	2,258	768	788
Utah	5,389	2,006	5,557	2,010	1,527	2,020	7,366	2,940	7,677	3,073	1,436	3,167	1,390	1,392
Vermont	10,657	5,922	11,366	6,538	3,161	1,667	21,589	15,646	22,748	16,378	3,554	2,816	2,370	2,516
Virginia	8,207	3,917	8,451	3,962	2,302	2,187	15,032	10,614	15,761	11,149	2,159	2,453	1,433	1,465
Washington	7,129	2,792	7,313	2,928	2,234	2,151	17,956	13,147	18,597	13,794	2,543	2,261	1,370	1,445
West Virginia	6,119	2,020	6,348	2,088	2,086	2,174	14,412	10,185	15,213	10,805	1,965	2,444	1,319	1,376
Wisconsin	5,839	2,614	6,072	2,747	1,775	1,550	15,732	11,629	16,888	12,492	1,940	2,457	1,835	1,942
Wyoming	5,429	2,005	6,016	2,144	1,596	2,276	—	—	—	—	—	—	948	1,046

[1] Preliminary data based on fall 1995 enrollments.

—Data not reported or not applicable.

NOTE.—Data are for the entire academic year and are average charges. Tuition and fees were weighted by the number of full-time-equivalent undergraduates in 1995, but are not adjusted to reflect student residency. Room and board are based on full-time students. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and "Institutional Characteristics" surveys. (This table was prepared October 1997.)

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Appendix F — Average In-State Tuition for Public Community Colleges: 1995-96

	State or Other Area	Public 2-Year Tuition Only (In-State)
1	South Dakota	$3,430
2	New Hampshire	2,784
3	Maine	2,558
4	New York	2,519
5	Vermont	2,516
6	Massachusetts	2,342
7	Indiana	2,331
8	Ohio	2,323
9	Minnesota	2,219
10	Maryland	2,103
11	Pennsylvania	2,012
12	New Jersey	1,947
13	Wisconsin	1,942
14	Alaska	1,850
15	**Iowa**	**1,840**
16	North Dakota	1,783
17	Rhode Island	1,736
18	Connecticut	1,722
19	Montana	1,600
20	Michigan	1,578
21	Oregon	1,524
22	Virginia	1,465
23	Washington	1,445
24	Colorado	1,403
25	Utah	1,392
26	West Virginia	1,376
27	Alabama	1,358
28	Delaware	1,330
29	Illinois	1,290
30	Missouri	1,283
31	Oklahoma	1,262
32	Kansas	1,244
33	Nebraska	1,224
34	Kentucky	1,211
35	Florida	1,151
36	South Carolina	1,114
37	Georgia	1,110
38	Louisiana	1,054
39	Wyoming	1,046
40	Tennessee	1,046
41	Idaho	1,045
42	Nevada	1,002
43	Mississippi	952
44	Arkansas	941
45	Hawaii	789
46	Texas	788
47	Arizona	782
48	New Mexico	689
49	North Carolina	581
50	California	371
	District of Columbia	N/A
	United States Average	**$1,283**

Source: Data Derived from U.S. Department of Educational, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" and Institutional Characteristics" surveys. October 1997.

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